



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

# **School Quality Reviews:**

## ***Guidance Document***

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## **Part I: Principles of the School Quality Review**

### **A. Indiana Public Law 221: Schools in Year 4**

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Schools identified as in Academic Probation, Year 4 receive a School Quality Review from the Indiana Department of Education (IDOE).

### **B. Purpose of the School Quality Review**

The purpose of the School Quality Review is to provide both internal and external viewpoints through the use of multiple instruments to determine the quality of the education that the school provides in three key domains. The results provide a clear and triangulated view of the school's strength and areas that need improvement.

### **C. Key Domains of the Review**

The basis of IDOE's School Quality Review is an analysis of the research by educational non-profit Mass Insight Education. The organization determined actions taken by high-poverty, low-performing schools that allowed the schools to become high-performing. Mass Insight determined nine characteristics in that transition, which "enable schools to acknowledge and foster students' *Reading to Learn*, enhance and focus staff's *Readiness to Teach*, and expand teachers' and administrators' *Readiness to Act* in dramatically different ways than in more traditional schools" (Retrieved 10/20/10 from [http://www.massinsight.org/publications/turnaround/50/file/1/pubs/2010/04/15/TheTurnaroundChallenge\\_ExecSumm.pdf](http://www.massinsight.org/publications/turnaround/50/file/1/pubs/2010/04/15/TheTurnaroundChallenge_ExecSumm.pdf))

The specific strategies for each domain are listed below. The nine strategies or characteristics will serve as the focus areas of the multiple review instruments for the School Quality Review Rubric (Appendix A, p. 11).

#### Domain 1 and Strategies: Acknowledge and foster students' *Readiness to Learn*

- a. Safety, discipline and engagement: Students feel secure and inspired to learn
- b. Action against adversity: School directly addresses poverty-driven deficits
- c. Close student-adult relationships: Students have positive and enduring mentor/teacher relationships

#### Domain 2 and Strategies: Enhance and focus staff's *Readiness to Teach*

- a. Shared responsibility for achievement: Staff feel deep accountability and a missionary zeal for student achievement

- b. Personalization of instruction: Individualized teaching and based on diagnostic assessment and adjustable time on task
- c. Professional teaching culture: Continuous improvement through collaboration and job-embedded learning

Domain 3 and Strategies: Expand teachers' and administrators' *Readiness to Act*

- a. Resource authority: School leaders can make mission-driven decisions regarding people, time, money, and programs
- b. Resource ingenuity: Leaders are adept at securing additional resources and leveraging partner relationships
- c. Agility in the face of turbulence: Leaders, teachers, and systems are flexible and inventive in responding to constant unrest

**D. Technical Assistance Team (TAT)**

As described earlier the School Quality Review provides both internal and external viewpoints through the use of multiple instruments. The external viewpoint is gained from the Technical Assistance Team (TAT). The team consists of Indiana educators, community representatives, and IDOE staff members. The use of an outside team provides objective validation of the school's strengths and areas that need improvement based on Mass Insight's nine characteristics. TAT members are trained in order to increase the reliability and validity of their use of the review instruments.

**E. Instruments: Evaluation Scale and Descriptors**

As multiple instruments are used to triangulate and retrieve data from multiple sources, it is critical that the (a) standards, (b) evaluation scale, and (c) descriptors are the same for all respondents. The standards are identical as noted above based on IDOE's adoption of Mass Insight's Turnaround Challenge Model and the nine characteristics. The evaluation scale is an ordinal scale of 1-4 with 4 being the highest as shown in the table below. The descriptors of occurrence are also given below.

Table 1. Instruments: Evaluation Scale and Instruments

Ordinal	Meaning	Descriptor of occurrence	Relationship to Standard from Quality Review Rubric
4	Acceptable	This occurs routinely and consistently.	Meets the standard
3	Fair	This is present, but occurs limitedly or inconsistently.	Is making progress towards the standard
2	Poor	There is minimal evidence that this is occurring.	Demonstrates attempt to meet standard
1	Unacceptable	There is no evidence that this is occurring.	Demonstrates no attempt to meet the standard

## **Part II: Preparing for the Review: Principal's Role and Initial Instruments**

### **A. Principal's Role**

Once schools are identified, the IDOE Turnaround Director discusses the School Quality Review with the principal and district staff. The principal meets with all school staff to ensure their awareness and understanding of the school's P.L. 221 status and the resulting School Quality Review. IDOE sends the "School Leaders' Self Evaluation" to the principal and the "Teachers' Survey" to the teachers. Both instruments are to be completed and returned to the IDOE before the TAT visit. In addition, the principal needs to:

- Make appropriate contacts and arrangements with those that will be participating in the focus groups.
- Design an overall two-day calendar for the TAT team visit and share it with the IDOE Turnaround Director.
- Provide a meeting room for TAT to use during the visits.

Additional tasks are listed in the Appendix D (page 41) "Principal's Checklist."

### **.B. Teachers' Survey**

Before the TAT visit, IDOE send the teachers an online survey (Appendix B, page 25) (a) to gain the teachers' perspective about the school and (b) to allow each teacher an opportunity to participate in the review. The survey questions correspond to the School Quality Review Rubric. All results are kept confidential and the results are tabulated as a whole.

### **C. School Leaders' Self-Evaluation**

Also before the visit, IDOE sends the School Leaders' Self Evaluation to the principal. This evaluation (Appendix C, page 33) provides background information, such as the number of students and teachers, followed by more critical self perception of how well the school believes it meets the quality review standards. The principal determines both who will participate in the evaluation and the process for doing so. Most schools complete the evaluation collaboratively with a school leadership team, but this is not always possible. The evaluation is not considered to be an elaborate self study yet requires the school to include the sources of the evidence in their responses, (e.g., suspension report).

### **III. School Quality Review**

The on-site review of the school occurs over two days and includes numerous methods of gathering information, data and perspectives from various stakeholders. Each method is described here along with details or instructions that the principal and others need to follow.

#### **A. Classroom Visits**

One of the most important activities is observing how well students learn as a result of the teaching and instructional tasks they receive. Classroom visits are a cornerstone activity in evaluating the effectiveness of the school.

IDOE's expects that:

- The principal and/or a key member of the school leadership team accompanies TAT during each class visit in order to dialogue about what is being seen in class and the extent to which the reviewer and administration share a common understanding of the learning taking place.
- A suitable range of classes are available to visit.
- The teachers do not prepare or do anything differently than they normally do.
- Lesson plans are available on the teacher's desk (if this is the principal's or district's expectation).

Teachers may expect:

- Reviewers to converse with students during the visits if appropriate, but will not otherwise interrupt the flow of the lesson.
- Feedback to not be provided to them after lesson observations.
- Visits of 15-20 minutes in length per classroom.

#### **B. Collaborative Meetings Among Teachers**

Given the strong focus of the review on the extent to which staff work collaboratively, it will be helpful if reviewers could sit in for a short period of time on any collaborative meeting that is planned to occur during the review. This should be a real-time example of a group of teachers and staff that is part of the school's normal pattern of team meetings or activities. This might be a collaborative planning meeting, a grade level meeting, the sharing and evaluating of student work, or something similar.

#### **C. Meeting with District Representatives**

The principal arranges for one or more district staff to meet with the TAT. The purpose of the meeting is to explore the corporation's role and impact for strategic support in line with the review standards. Ideally, the meeting occurs during the first day of the TAT visit and is scheduled to last approximately 45 minutes.

#### **D. Meeting with and Engaging Students**

TAT uses multiple methods to engage students' opinions and experiences. One method is taking opportunities while moving throughout the school to ask students about their understanding and knowledge of various aspects of study, their attitudes towards their schoolwork and their general feelings about how well the school helps them achieve. A second way to hear from students is through "Student Work Reviews." Students bring examples of their work and TAT discusses it with them. Thirdly, students' voices are heard through a student focus group with the following characteristics:

- 6-8 students
- Represent range of age groups and student demographics
- Not attended by any members of the school staff
- Lasts about 45 minutes

#### **E. Meeting with and Engaging Teachers**

As with students, TAT uses multiple methods to learn from the teachers about the school. As described earlier, TAT interacts with teachers during the classroom visits. Secondly, some teachers are asked to bring lesson plans, if these are part of the school's expectations and discuss them with TAT. Lastly, a teacher focus group meets with TAT members to gather additional information about the school:

- 6-8 teachers
- Represent various grades and content areas
- Members of the administrative team do not attend
- Lasts about 45 minutes

#### **F. Meeting with Parents**

Parents provide a valuable insight into the quality of education their children receive based on the review standards. Characteristics of the parents' focus group are:

- 6-8 parents
- None should be employees of the school district
- Members of the administrative team do not attend
- Consider having some light refreshments for the parents
- Lasts about 50 minutes



### **G. Meeting with Community Partners**

The role of community partners is critical to school improvement. The purpose of meeting with a small group of community representatives is to explore their role in supporting the school's drive to secure resources and how well the school utilizes the partners. The principal invites partners that the school works with on a regular basis and allows for approximately 45 minutes for the meeting.

### **H. Meeting with School's Administration/Instructional Team**

Meetings with the principal, school leadership, and administration teams are an important element of the review. TAT asks key questions linked to the domains of the review including discussion about the School Leaders' Self Evaluation. This enables TAT to understand how well the school knows itself. TAT often arranges with the principal to meet other key staff such as guidance counselors and coaches.

### **I. Additional Data Gathering**

Depending upon the data gathered in the past two days, TAT may request additional data from previous sources or to meet with additional staff (e.g., graduation coach, attendance clerk, guidance counselor).

### **J. Example of TAT Visit 2-Day Calendar**

The following schedule is an example of the calendar arranged by the principal for the two-day TAT site visit. Prior to the visit the principal and the IDOE Director of School Turnarounds agree on the details of the calendar.

Time	Day 1
7:30 - 9:00	<ul style="list-style-type: none"> <li>○ Meet with Principal</li> <li>○ Review School Leaders' Self-Evaluation</li> </ul>
9:00-11:00	<ul style="list-style-type: none"> <li>○ Class visits (8 visits x 15 minutes)</li> </ul>
11:00-11:45	<ul style="list-style-type: none"> <li>○ Group A TAT: Collaborative Teachers' Meetings</li> </ul>
	<ul style="list-style-type: none"> <li>○ Group B TAT: Meeting with School Corporation Representative</li> </ul>
11:45-12:00	<ul style="list-style-type: none"> <li>○ TAT – Lunch and Team Reflection</li> </ul>
12:00-12:45	<ul style="list-style-type: none"> <li>○ Teacher Focus Group</li> </ul>
12:45-1:30	<ul style="list-style-type: none"> <li>○ Students Focus Group</li> </ul>
1:30-2:15	<ul style="list-style-type: none"> <li>○ Class Visits (3 x 15 minutes)</li> </ul>
2:15-3:00	<ul style="list-style-type: none"> <li>○ Discussion with Administration/ Instructional Team</li> </ul>
3:00-3:45	<ul style="list-style-type: none"> <li>○ Group A TAT: Observe After-School Sessions</li> </ul>
	<ul style="list-style-type: none"> <li>○ Group B TAT: Community Members Focus Groups</li> </ul>
3:45-4:00	<ul style="list-style-type: none"> <li>○ Review of Day with Principal</li> </ul>

Time	Day 2
7:30 – 8:00	<ul style="list-style-type: none"> <li>○ Meet with Principal</li> </ul>
8:00-9:00	<ul style="list-style-type: none"> <li>○ Parent Focus Group</li> </ul>
9:00-9:30	<ul style="list-style-type: none"> <li>○ Class Visits (2 x 15 minutes)</li> </ul>
9:30-10:30	<ul style="list-style-type: none"> <li>○ Group A TAT: Teacher Planning Review</li> </ul>
	<ul style="list-style-type: none"> <li>○ Group B TAT: Student Work Review</li> </ul>
10:30-11:45	<ul style="list-style-type: none"> <li>○ Class Visits (5 x 15 minutes)</li> </ul>
11:45-12:00	<ul style="list-style-type: none"> <li>○ Lunch and Team Reflection</li> </ul>
12:00-1:30	<ul style="list-style-type: none"> <li>○ Additional Data Gathering</li> </ul>
1:30-2:15	<ul style="list-style-type: none"> <li>○ Reviewer/Team Reflection</li> </ul>
2:15-3:00	<ul style="list-style-type: none"> <li>○ Feedback to Principal and District Representative</li> </ul>

## K. Verbal Feedback

Throughout the visit, TAT meets with the principal regularly to give feedback on the progress of the review, check on and clarify understandings and request any additional information necessary to help the review process. An overview of the observations made on teaching is discussed following each classroom visit.

## **Part IV: The Final Report and Post Review Action Planning**

At the end of the visit, TAT provides initial feedback to the principal on overall school strengths and areas for improvement. The principal should invite a representative of the school corporation to this session. It may be helpful, however, for the principal to have others from the school leadership team present. This will enable the principal to listen, direct all his/her attention to the messages given, ask questions and seek clarification where necessary.

### **A. Final Report**

A draft report will be sent to the school within 20 days, for a factual check, with the final report being delivered within 30 days of the end of the site visit. In writing the report, the lead reviewer synthesizes the evidence gathered to reflect the analysis of the school's strengths and areas for improvement. It also provides an evaluation of how well the school meets each of the three domains according to the evaluation scale. The judgments are made collaboratively by the Technical Assistance Team using the evidence presented and therefore these judgments are final.

### **B. Developing a Memorandum of Agreement**

The state superintendent of public instruction meets with district officials to discuss the final report. This is followed by the development of a Memorandum of Agreement (MOA) between the school corporation and IDOE. This MOA will provide an outline of a structure, agreed upon by the school corporation and IDOE, whereby the school will commit to implementing the recommendations outlined in the final report. Under this structure, the school corporation will be responsible for implementing the specified interventions, and IDOE will provide support to reach this goal. Specific terms and conditions may vary depending on the identified needs of the school.

### **C. Action Planning**

After receiving the report, the principal and leadership team may request the assistance of IDOE to prepare strategic, focused action plans and critical next steps based on the Quality Review. This support may be provided to help the team review and revise the school's improvement plan with student learning at the forefront of its thinking.

## **Part V: Quality Assurance**

IDOE has established methods to ensure that the School Quality Review is of high quality and consistent thus increasing its reliability and validity.

- Recruiting high quality educators with excellent observation and communication skills
- Providing training on the School Quality Rubric to ensure inter-rater reliability
- Using consistent process and practices across all schools
- Supporting and monitoring the team's work on site by the lead reviewer
- Using a consensus-based approach for the Technical Assistance Team
- Implementing multiple instruments and combining the results from numerous data sources to reach final conclusions.
- Reviewers' signing of a code of conduct (Appendix E, page 42). If a school believes that this code has not been adhered to during the School Quality Review, the matter should be discussed initially with the TAT lead reviewer. The lead reviewer will communicate concerns to the IDOE Director of School Turnaround.

## Domain 1: Readiness to Learn

### 1.1: Safety, Discipline, and Engagement

	Is the school environment safe; conducive to learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent that		
1.1a	students are effectively encouraged to behave well, relate well to others and have positive attitudes toward learning.	<ul style="list-style-type: none"> <li>___ Inconsistent promotion of equality of opportunity, cultural respect and a sense of fairness and students perform poorly in these areas.</li> <li>___ Many students have a negative attitude to learning.</li> <li>___ Behavior inconsistent and challenging.</li> <li>___ School's systems for tackling vandalism, bullying, violence, sexism or racism lack rigor and/or consistency of implementation.</li> <li>___ As a result, some students are either exposed to or perpetrate inappropriate and challenging behaviors.</li> <li>___ Some students do not feel safe in school.</li> </ul>	<ul style="list-style-type: none"> <li>___ Consistent promotion of equality of opportunity, cultural respect and a sense of fairness and students' abilities in these areas are good.</li> <li>___ Students behave well and have positive attitudes to learning.</li> <li>___ School effectively addresses vandalism, bullying, violence, sexism and racism so that there are few incidents and are eliminated immediately.</li> <li>___ Agreed policies and procedures support students and protect them from harm, abuse and neglect.</li> <li>___ Students feel safe in school.</li> </ul>
1.1b	classrooms and hallways provide an attractive and stimulating environment fostering high academic and personal expectations.	<ul style="list-style-type: none"> <li>___ Limited display of student work in hallways with little rationale for the display.</li> <li>___ Display may be untidy or superficial or commercially produced.</li> <li>___ Many classrooms are overly teacher-centered with few examples of student work evident.</li> </ul>	<ul style="list-style-type: none"> <li>___ Well-displayed student work in halls, display areas and throughout the school.</li> <li>___ Reason for display is evident, including rubrics, teacher/student evaluation, feedback.</li> <li>___ Display is fresh and pertinent; rooms are student-centered, interactive, engaging and inviting.</li> </ul>

	<b>Is the school environment safe; conducive to learning?</b>	<b>Poor – minimal progress towards standard (2)</b>	<b>Acceptable – meets standard (4)</b>
1.1c	school routines and rules are implemented consistently and communicated clearly to students, parents and staff.	<ul style="list-style-type: none"> <li>— Codes of behavior and school routines are not clearly articulated.</li> <li>— Communications with students, families and community members are not consistently in a language they best understand.</li> <li>— Supervision of students can sometimes be less than what is required to maintain a safe and well-ordered environment.</li> </ul>	<ul style="list-style-type: none"> <li>— School has clear codes of behavior and well defined but flexible routines which are applied consistently.</li> <li>— Codes and routines are transparent to all students, parents and staff.</li> <li>— Supervision of students is at a premium at all times during the school day.</li> </ul>
1.1d	the school has effective measures for promoting good attendance and eliminating truancy and tardiness.	<ul style="list-style-type: none"> <li>— Has ineffective policies and procedures for promoting good attendance and tardiness.</li> <li>— Links between achievement and students' attendance are not routinely analyzed.</li> <li>— Student and teacher attendance and punctuality are poor.</li> </ul>	<ul style="list-style-type: none"> <li>— School has effective policies and procedures for promoting good attendance and tardiness.</li> <li>— Links between achievement and students' attendance are routinely analyzed.</li> <li>— Student and teacher attendance and punctuality are good.</li> </ul>
1.1e	a robust core program ensures that students develop key learning and personal skills.	<ul style="list-style-type: none"> <li>— Little coherence within or between content areas.</li> <li>— Little planning is done to ensure continuity for students.</li> <li>— Vertical articulation of curriculum is weak.</li> <li>— Limited use of technology or to developing 21<sup>st</sup> Century skills.</li> <li>— Limited opportunities for students to engage in extended pieces of project work or to collaborate in pairs or groups.</li> <li>— As a result, students' skills and understanding are not developing quickly enough.</li> </ul>	<ul style="list-style-type: none"> <li>— Laser-like focus on reading, writing, math.</li> <li>— Vertical and horizontal articulation of curriculum for coherent/consistent progress.</li> <li>— Often use thematic &amp; project-based teaching.</li> <li>— Power standards identified and explicitly addressed with students.</li> <li>— Curriculum uses and develops technology and 21<sup>st</sup> Century skills.</li> <li>— Student collaborative learning is common, and students are taught how to cooperate successfully in groups.</li> <li>— Students' skills and understanding are developing well.</li> </ul>

	Is the school environment safe; conducive to learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent that		
1.1f	the school provides a well-rounded curriculum with enrichment activities to add interest and relevance.	<ul style="list-style-type: none"> <li>___ Is narrow and provides limited opportunities for student participation in a broad range of learning experiences.</li> <li>___ Does little to meet the academic and cultural needs and interests of the students.</li> <li>___ Enrichment and support activities may occur, but are not appropriate or not carefully planned into the subject or grade long-term plan.</li> </ul>	<ul style="list-style-type: none"> <li>___ Curriculum is relevant, diverse and culturally sensitive.</li> <li>___ Includes broad range of learning experiences.</li> <li>___ Is set in a coherent, planned enrichment and support program that is embedded within the curriculum for each grade or subject.</li> <li>___ Leads to highly motivating activities and to student engagement.</li> </ul>
1.1g	career education and personal goal setting are used to raise student aspirations and motivation.	<ul style="list-style-type: none"> <li>___ Personal goals may or may not be set, but routine review does not occur expect at year's end.</li> <li>___ Few opportunities for students to consider possible careers and to develop their understanding of academic and skill requirements so that their learning often remains out of context.</li> <li>___ Access to counselors or other adults is limited.</li> </ul>	<ul style="list-style-type: none"> <li>___ Opportunities for students to set and review their personal goals are frequent and part of a planned schedule.</li> <li>___ Visits, visitors and content teachers are all part of a coherent approach to developing students' understanding of careers and opportunities.</li> <li>___ Students have good access to counselors.</li> </ul>

## 1.2 Action Against Adversity

	Does the school directly address students' poverty-driven deficits?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
1.2a	the school knows and understands students' personal and academic needs address race, ethnicity, poverty, English language learners and students with disabilities	<ul style="list-style-type: none"> <li>— Lack of clear communication and understanding of the students' backgrounds and needs due to systems and structures not in place or inappropriate. This limits the ability of the school to set suitable goals with students.</li> <li>— School has some connections with local service providers but they do not consistently help to address students' social and personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>— Systems and structures in place that facilitate clear communication and understanding of the students' backgrounds and needs.</li> <li>— School connects with a broad range of health and social service providers to directly address student needs.</li> <li>— Personalized goals are well focused and appropriate.</li> </ul>
1.2b	the school addresses the needs of families so that they can better support student learning.	<ul style="list-style-type: none"> <li>— Occasional workshops are held for parents to help them develop their own skills, although these do not fit into a comprehensive plan of meeting family needs.</li> <li>— School posts basic guidance about accessing available support within the community.</li> </ul>	<ul style="list-style-type: none"> <li>— Parent classes to develop their skills related to employability or parenting skills are programmed throughout the school year.</li> <li>— School communicates with students and families through multiple means regarding guidance, including career and college guidance.</li> </ul>
1.2c	the school develops students' skills, behaviors and values that enable them to effectively advocate for themselves.	<ul style="list-style-type: none"> <li>— School offers only a limited range of courses and experiences to directly confront student needs. As a result, it is ineffective in promoting the development of maturity and self-confidence among students such that they are able to overcome adversity.</li> </ul>	<ul style="list-style-type: none"> <li>— School offers a variety of courses and experiences to directly confront student needs. Examples include conflict resolution, anger management and life skills. These experiences effectively promote the development of maturity and self-confidence among students such that they are able to overcome adversity.</li> </ul>



### 1.3 Close Student-Adult Relationships

	Do students have positive and enduring mentor/teacher relationships?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
1.3a	the school works with parents to build positive relationships and to engage them as partners in their children's learning.	<ul style="list-style-type: none"> <li>___ Limited or weak communication with parents.</li> <li>___ Teachers know how to contact students' families but families retain the initiative to do so.</li> <li>___ Few workshops explain the work of the school, learning changes taking place or what can be done at home to support learning.</li> <li>___ Provides basic guidance about accessing available support within the community.</li> </ul>	<ul style="list-style-type: none"> <li>___ Information is sent out regularly to parents; is clear, comprehensive, user-friendly and available in languages of students' parents – written or orally.</li> <li>___ School understands its hard-to-reach families and has a variety of strategies to increase parental engagement in the school.</li> <li>___ Workshops are routinely held to keep families informed of curriculum developments and what can be done at home to support learning.</li> </ul>
1.3b	the school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults.	<ul style="list-style-type: none"> <li>___ Student-to-adult relationships are often fragile, may lack warmth, and may not be respectful at all times, sometimes being tense and/or inappropriate.</li> <li>___ The school has adopted a few strategies, although they are not implemented with rigor or consistency, to promote student-to-adult connections. .</li> <li>___ Students report that they do not have an adult in the building to whom they would turn.</li> </ul>	<ul style="list-style-type: none"> <li>___ Relationships throughout the school are warm and relaxed, demonstrating high levels of trust.</li> <li>___ Positive personal relationships are evident among students and adults.</li> <li>___ A variety of strategies, such as advisory time, looping, and small learning communities, are successfully used to promote student-to -adult connections.</li> <li>___ Students report that they have an adult in the building to whom they would turn if necessary.</li> </ul>

## Domain 2: Readiness to Teach

### 2.1: Shared Responsibility for Achievement

	Does the school have a strong organizational culture, characterized by trust, respect and mutual responsibility?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
2.1a	the principal ensures that there is strong accountability for student achievement throughout the school.	___ Principal is insufficiently rigorous or concerned about accountability for student achievement throughout the school. ___ He/she does not maintain full attention on student achievement.	___ Principal is relentless in ensuring a strong sense of accountability for student achievement throughout the school. ___ He/she has a laser-like focus on student achievement.
2.1b	the staff feels deep accountability and a missionary zeal for student achievement.	___ Staff are not committed to improving student outcomes and do not hold themselves accountable. ___ Staff are not consistently focused on improving student achievement	___ Staff consistently holds themselves accountable for the impact and outcomes of their work ___ Staff constantly focuses on improving student achievement; nothing allowed to detract from mission.
2.1c	a shared commitment to a vision of the school includes challenging goals for all students.	___ Not all staff understand or share a common vision which underpins the challenging goals and personalized instruction required for students.	___ All staff shares the vision for the school and are committed to flexible approaches to ensure that students can meet their personalized goals.
2.1d	the school corporation drives the accountability agenda.	___ The school corporation is insufficiently rigorous in promoting a shared responsibility for student achievement.	___ School corporation is relentless about ensuring that there is a strong sense of accountability for student achievement throughout the school.

## 2.2: Personalization of Instruction

	Are diagnostic assessments used frequently and accurately to inform instruction and promote student learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
2.2a	the school utilizes a coherent system to provide detailed tracking and analysis of assessment results.	<ul style="list-style-type: none"> <li>___ Procedures for collecting and analyzing student performance and personal data do not exist or are inconsistent.</li> <li>___ Dissemination of data results is infrequent or not given to teachers in a timely manner, leading to an unclear understanding of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>___ Procedures for collecting and analyzing student performance and personal data are rigorous and systematic.</li> <li>___ Regular and timely dissemination of data leads to a clear and well-rounded understanding of performance and progress over time.</li> </ul>
2.2b	teachers use data gathered from multiple assessments to plan instruction and activities that match the learning needs of students.	<ul style="list-style-type: none"> <li>___ Formative assessments used infrequently.</li> <li>___ Are not implemented with fidelity.</li> <li>___ Results are interpreted incorrectly; teachers do not have a clear understanding of the problem areas for students</li> <li>___ As a result, teachers are not adapting their teaching quickly enough to ensure that students are able to grasp concepts that are difficult for them.</li> </ul>	<ul style="list-style-type: none"> <li>___ Teachers regularly use formative assessments.</li> <li>___ Formative assessments are implemented with fidelity.</li> <li>___ Results are interpreted correctly by teachers.</li> <li>___ Are used to adapt teaching and to re-teach to enable students to grasp difficult concepts.</li> </ul>
2.2c	teachers give feedback to students; involve them in the assessment of their work and in the setting of achievement goals.	<ul style="list-style-type: none"> <li>___ Feedback to students is infrequent or delayed so they are unsure how well they are doing.</li> <li>___ Students have limited opportunities to assess their own learning, with many students often unclear as to what they need to do to improve.</li> </ul>	<ul style="list-style-type: none"> <li>___ Feedback to students is immediate.</li> <li>___ Students have the opportunity and ability to assess their own learning.</li> <li>___ Students understand what the need to do to improve, are able to work independently and use initiative in working towards their achievement goals.</li> </ul>

	<b>Are diagnostic assessments used frequently and accurately to inform instructional decisions and promote student learning?</b>	<b>Poor – minimal progress towards standard (2)</b>	<b>Acceptable – meets standard (4)</b>
2.2d	the schedule is used flexibly to ensure that individual student needs are met effectively.	<p>___ Intervention programs are in place to meet the identified needs of students, although they retain a set pattern and are rarely adapted to the changing needs of a cohort.</p> <p>___ The daily schedule remains intact even though students may need additional support.</p>	___ The use of instructional time is modified to provide different schedules and time slots that quickly and effectively address the needs identified through the school's assessment systems.
2.2e	the overall impact of planning, instruction and assessment leads to effective student learning.	___ There are limited links between assessment, planning and instruction which means that students' learning and progress is not as good as it should be.	___ The constructive links between assessment, planning and instruction result in effective learning and good student progress.

## 2.3: Professional Teaching Culture

	Does the professional culture promote faculty and staff participation, collaboration and training to enhance student learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
2.3a	the faculty works together, incessantly and naturally to help each other improve their practice.	<ul style="list-style-type: none"> <li>— Limited opportunities for and/or a reluctance for collaboration among staff. Opportunities provided are used at a basic level, such as organization of resources.</li> <li>— Some staff not committed to developing/sharing their practice. As a result, there is little consistency within teams and no clear and agreed understanding of expectations of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>— Frequent opportunities for collaboration among staff, which focus on reviewing student outcomes and using this to inform planning.</li> <li>— Staff committed to developing/sharing practice; look for ways to improve their skills. Inter-visitations are common. Leads to high degree of consistency with shared understanding of expectations of student learning.</li> </ul>
2.3b	the principal uses classroom observation and analysis of learning outcomes to improve teaching and learning.	<ul style="list-style-type: none"> <li>— Principal uses classroom observations of teachers to inform performance management decisions, but does not relate them to student data and work.</li> <li>— Principal feedback to teachers is limited and has little impact on teachers' instructional skills.</li> </ul>	<ul style="list-style-type: none"> <li>— Principal uses analysis of student data, student work and classroom observations to make performance management decisions.</li> <li>— Principal provides continual and constructive feedback for teachers to improve their work.</li> </ul>
2.3c	professional development is job-embedded and directly linked to changing instructional practice in order to improve student achievement.	<ul style="list-style-type: none"> <li>— Professional development activities are not fully aligned to implementing the curricula or meeting identified student and adult learning needs.</li> <li>— Outcomes from training have limited impact on classroom practice as teachers are not held accountable for improving student learning.</li> </ul>	<ul style="list-style-type: none"> <li>— All professional development activities are planned collaboratively and aligned to implementing curricula and meeting identified student and adult learning needs.</li> <li>— Classroom practice improves due to teachers implementing professional development and taking responsibility for student learning.</li> </ul>

## Domain 3: Readiness to Act

### 3.1: Resource Authority

	Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money and program?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	<b>The extent to which</b>		
3.1a	the principal has the authority to select and assign staff to positions in the school without regard to seniority.	<ul style="list-style-type: none"> <li>___ Principal's staff selection procedures are restrictive, limiting principal's authority to hire suitably qualified and experienced personnel.</li> <li>___ Principal's ability to assign staff to most appropriate positions is limited.</li> </ul>	<ul style="list-style-type: none"> <li>___ Well-constructed staff selection procedures ensure principal's hiring of highly competent teachers and administrators.</li> <li>___ Principal has ability to make strategic allocation of staff roles and responsibilities, maximizing their skills. .</li> </ul>
3.1b	the school has developed adequate human resource systems.	<ul style="list-style-type: none"> <li>___ Limited self and peer reflection.</li> <li>___ Administration dialogue not focused on supporting individual or school-wide improvement.</li> <li>___ Professional development only partially addressed by individual and whole-school needs.</li> <li>___ Limited support, guidance and mentoring for teachers new to the school.</li> </ul>	<ul style="list-style-type: none"> <li>___ Staff continually engaged in monitoring and evaluating impact of their work.</li> <li>___ Constant dialogue with district leadership.</li> <li>___ Generic and individualized professional development directly relates to teacher needs and the academic goals of school.</li> <li>___ Strategic induction for teachers new to the school.</li> </ul>
3.1c	the principal has the authority to implement controversial yet innovative practices.	<ul style="list-style-type: none"> <li>___ Some attempt to recognize and reward highly successful staff, although these are limited because of the restricted authority given to the principal.</li> </ul>	<ul style="list-style-type: none"> <li>___ A variety of innovative mechanisms, such as performance-related pay or incentives for staff teaching in challenging schools; includes intrinsic rewards that are highly motivating.</li> </ul>

	<b>Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money and program?</b>	<b>Poor – minimal progress towards standard (2)</b>	<b>Acceptable – meets standard (4)</b>
3.1d	the school corporation enables the principal to have the freedom to make decisions.	<ul style="list-style-type: none"> <li>— School corporation has limited knowledge of school's strengths and development needs.</li> <li>— School autonomy is restricted and this constrains the flexibility afforded the principal.</li> </ul>	<ul style="list-style-type: none"> <li>— School corporation has very good understanding of school, based on continual dialogue, monitoring and evaluation.</li> <li>— Within this outcome and impact-driven context, principal is afforded high levels of autonomy, enabling site-based decision making and flexibility.</li> </ul>
3.1e	the school corporation directs resources, including staffing, to schools differentiated on the basis of need.	<ul style="list-style-type: none"> <li>— School corporation has a strategy for needs-based resourcing, but this does not extend to ensuring that schools with students facing most challenges are staffed with the teachers most able to effect student growth.</li> </ul>	<ul style="list-style-type: none"> <li>— School corporation has a strategy for delivering needs-based resourcing. This ensures that the school has been strategically staffed with the most suitable teachers to effect student growth.</li> </ul>

### 3.2: Resource Ingenuity

	Is the principal adept at securing additional resources and leveraging partner relationships?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	<i>The extent to which</i>		
3.2a	external partnerships have been strategically developed to engender academic improvement.	<ul style="list-style-type: none"> <li>Some community partnerships, but do not consistently contribute to academic achievement; may even distract from student learning.</li> <li>Some adult volunteers but limited to a few classes or to providing support for visits and fieldwork.</li> </ul>	<ul style="list-style-type: none"> <li>School is tireless at finding people, skills, funds, time, equipment to meet its improvement goals.</li> <li>Adult volunteers are commonplace in the school. These partnerships clearly enhance student learning.</li> </ul>
3.2b	the community is encouraged to participate in the decision-making and improvement work of the school.	<ul style="list-style-type: none"> <li>Parents and community members have few opportunities to provide feedback about the quality and impact of the school's work.</li> <li>Parents have limited opportunities to participate in school committees and their input carries little weight in the final decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Surveys and other means routinely used to gain feedback from parents and community members on value and quality of the school's work.</li> <li>Parents and community views are listened to and acted upon.</li> <li>They serve as active members of leadership group; actively engage in setting improvement agenda/goals and in monitoring progress.</li> </ul>
3.2c	the principal promotes resourcefulness and ingenuity in order to meet student needs.	<ul style="list-style-type: none"> <li>School leadership is staid and rarely seeks ways to increase its funding sources or develop innovative recruitment and curriculum practices.</li> <li>Staff is rarely encouraged to take risks and develop flexible approaches to their instruction to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>School leadership is relentlessly seeking ways to increase its funding sources and develop innovative recruitment and curriculum practices.</li> <li>Staff is consistently encouraged to take risks and develop flexible approaches to their instruction in order to meet student needs.</li> </ul>
3.2d	the school corporation has district-wide structures and strategies to maximize external resources.	<ul style="list-style-type: none"> <li>School corporation has developed some partnerships which attract additional resources and energy. However, these partnerships are not strategically matched to school's needs. As a result, their impact is diminished.</li> </ul>	<ul style="list-style-type: none"> <li>School corporation has a strategic plan for identifying, developing and distributing external support and resources.</li> <li>Partnerships are allocated in direct response to school's needs. This has a positive impact on the work of the school and lessens the time required of the school to manage external partnerships.</li> </ul>



### 3.3: Agility in the Face of Turbulence

	Is the principal flexible and inventive in response to conflicts and challenges?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	<i>The extent to which</i>		
3.3a	the principal has the capacity to ensure school improvement.	<ul style="list-style-type: none"> <li>___ Principal displays lack of skills and understanding of school improvement which means that s/he spends too much time dealing with crises and emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>___ Principal demonstrates a good grasp of school improvement strategies such that the school is well focused on tackling underachievement through clearly identified actions.</li> </ul>
3.3b	the principal provides competent stewardship and oversight of the school.	<ul style="list-style-type: none"> <li>___ Principal has a vision for school improvement, but this is not shared sufficiently with the school community or focused on a clear strategic direction for the school.</li> <li>___ Daily routines are not well established and/or are not implemented consistently by all staff.</li> <li>___ Staff spend too much time dealing with conflicts and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>___ Principal is outcome- and impact-driven and works collaboratively to create a strategic vision for continuous development.</li> <li>___ S/he engages with stakeholders in developing high expectations for student achievement and school improvement.</li> <li>___ Daily routines are well embedded/ implemented consistently by all staff. Time is well focused on student learning and school priorities.</li> </ul>
3.3c	decisions are made and plans are developed on the basis of rigorous monitoring and evaluation.	<ul style="list-style-type: none"> <li>___ School leaders infrequently collect and analyze achievement and other data to evaluate and monitor student and teacher outcomes.</li> <li>___ Little strategic planning based on the evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>___ School leaders systematically collect and analyze data, including effectiveness of instruction and student work, to accurately evaluate and monitor student and teacher outcomes.</li> <li>___ The data is used to construct a well focused strategic plan to tackle areas for improvement.</li> </ul>
3.3d	key faculty members have the capacity to support the work that is needed.	<ul style="list-style-type: none"> <li>___ Leadership responsibilities are not effectively distributed to individuals and professional learning communities, and thus, a lack of clarity about roles and responsibilities for action planning.</li> <li>___ Key faculty members show limited skills in their ability to promote and implement change.</li> <li>___ Monitoring and evaluation lack rigor.</li> </ul>	<ul style="list-style-type: none"> <li>___ Leadership is effectively distributed to individuals and professional learning communities for clarity about roles and responsibilities for action planning.</li> <li>___ Key faculty members show good skills in their ability to promote and implement change.</li> <li>___ Monitoring and evaluation are rigorous.</li> </ul>

	<b>Is the principal flexible and inventive in response to conflicts and challenges?</b>	<b>Poor – minimal progress towards standard (2)</b>	<b>Acceptable – meets standard (4)</b>
3.3e	the principal reshapes and incorporates local projects and special initiatives to meet students' needs.	<ul style="list-style-type: none"> <li>___ Initiatives are implemented, but with little adaptation to meet the identified needs of students.</li> <li>___ School is not sufficiently discriminating in its adoption of projects to address student achievement. Thus, there is only limited impact, even when initiatives are implemented with fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>___ All external projects and initiatives are carefully considered, modified and adapted to ensure support and reinforcement of school's goals and strategies for improvement.</li> <li>___ School effectively eliminates competing initiatives and/or those that do not directly address student achievement.</li> </ul>
3.3f	the school corporation has the capacity to drive school improvement initiatives.	<ul style="list-style-type: none"> <li>___ School corporation demonstrates limited skills and understanding of school improvement such that its support for and impact on the work of the school is limited.</li> </ul>	<ul style="list-style-type: none"> <li>___ School corporation demonstrates good levels of skills and understanding of school improvement such that its support for and impact on the work of the school is significant.</li> </ul>
3.3g	the school corporation supports and enables flexibility and inventiveness within the school.	<ul style="list-style-type: none"> <li>___ The district-wide plan acknowledges the needs of the school, but restricts the actions of the principal.</li> <li>___ Planning requirements of the school are rigid and take little account of its context or strategic plans.</li> </ul>	<ul style="list-style-type: none"> <li>___ The district-wide strategic plan demonstrates a good understanding of the school's needs and is focused on enabling the school to successfully implement its plans.</li> <li>___ Planning requirements enable the principal to develop one set of strategic plans that are fully in line with development needs and goals.</li> </ul>

## School Quality Review: Teachers' Survey

### Appendix B

**Instructions:** This is a confidential survey for teachers whose schools are in the Technical Assistance Team (TAT) process. The purpose is to gather feedback from teachers on the school's educational programs. All responses are gathered as a group and all responses are strictly confidential. You will not be asked to identify yourself in any way.

1. Select the name of your school:

- ☐ Arsenal Technical High School
- ☐ H. L. Harshman Middle School
- ☐ John Marshall Community School
- ☐ Muncie Central High School

2. What grade level(s) do you teach? (Check all that apply).

- ☐ 7 ☐ 10
- ☐ 8 ☐ 11
- ☐ 9 ☐ 12

3. What subject(s) do you teach? (Check all that apply).

- ☐ English language arts ☐ Foreign language
- ☐ Mathematics ☐ Visual/performing arts
- ☐ Science ☐ Special education
- ☐ Social Studies/History ☐ English language learners
- ☐ Other, please specify: \_\_\_\_\_

4. How many years have you been teaching?

- ☐ 0 – 2 years ☐ 20 – 29 years
- ☐ 3 – 5 years ☐ 30 or more years
- ☐ 6 – 9 years ☐ Other, please specify \_\_\_\_\_
- ☐ 10 – 19 years

5. How many years have you been teaching *at this school*?

- ☐ Less than a full year ☐ 4 – 6 years
- ☐ 1 year ☐ 7 - 9 years
- ☐ 2 – 3 years ☐ 10 or more years

6. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our students are effectively encouraged to behave well, relate well to others and have positive attitudes toward learning.				
b) The school facility is clear and well kept.				
c) Our classrooms and hallways provide an attractive and stimulating environment fostering high academic and person expectations.				
d) Our school routines and rules are implemented consistently and communicated clearly to students, parents and staff.				
e) Our school has effective measures for promoting good attendance and eliminating truancy and tardiness.				

7. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our school has a robust core program ensures that students develop key learning and personal skills.				
b) Our school provides a well-rounded curriculum with enrichment activities to add interest and relevance.				
c) Our school provides career education and personal goal setting that are used to raise student aspirations and motivation.				

8. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) The adults at our school know and understand students' personal and academic needs related to race, ethnicity, poverty, the learning of English, and disabilities.				
b) Our school addresses the needs of families so that they can better support their children's learning.				
c) Our school develops students' skills, behaviors and values that enable them to effectively advocate for themselves.				

9. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our school works with parents to build positive relationships and to engage them as partners in their children's learning.				
b) Our school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults.				

10. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our principal ensures that there is strong accountability for student achievement throughout the school.				
b) The staff feels deep accountability and a missionary zeal for student achievement.				
c) Our school's vision includes a shared commitment of challenging goals for all students.				
d) Our school corporation (district) drives the accountability agenda.				

11. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our school utilizes a coherent system to provide detailed student assessment day and analysis of results.				
b) Teachers in our school use data gathered from multiple types of assessments to plan instruction and activities that match the learning needs of the students.				
c) Teachers give feedback routinely to students and provide opportunities for them to assess their own learning.				

12. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our school schedule is flexible to ensure that individual student needs are met effectively.				
b) At our school, constructive links exist between planning, instruction and assessment resulting in leads to effective learning and good student progress.				

13. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our faculty works together, continually and naturally to help each other improve his/her professional practices.				
b) Our principal uses classroom observation and analysis of student data and work to provide teachers with continual and constructive feedback.				
c) Our professional development is job-embedded and is directly linked to changing instructional practice in order to improve student achievement.				

14. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly	I don't know
a) Our principal has the authority to select and assign staff to positions in the school without regard to seniority.					
b) Our school has developed adequate human resource systems, (e.g., hiring of effective teachers, mentoring of new teachers, evaluating our own work).					
c) Our principal has the authority to implement innovative practices, (e.g. recognition of staff through performance pay for teaching in challenging schools).					

15. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly	I don't know
a) The school corporation enables our principal to have the freedom to make decisions at a high level.					
b) Our school corporation directs resources, including staffing, to schools differentiated on the basis of need.					

16. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our school has strong external strategic partnerships with people, funding sources, and community resources leading our school to meet its school improvement goals.				
b) Our community is encouraged to participate in the decision-making and improvement work of the school.				
c) Our principal and other school leaders promote resourcefulness and ingenuity in order to meet student needs.				
d) Our school corporation has district-wide structures and strategies to maximize external resources.				

17. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our principal has the capacity (ability) to ensure school improvement.				
b) Our principal provides competent stewardship and oversight of the school.				
c) The principal and other school leaders make decisions and plans based on rigorous monitoring and evaluation.				
d) Key faculty members have the capacity to support the work that is needed.				

18. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Our principal reshapes and incorporates local projects and special initiatives to meet students' needs, (e.g., eliminates initiatives that do not directly impact student achievement).				
b) The school corporation has the capacity to drive school improvement initiatives.				
c) The school corporation supports and enables flexibility and inventiveness for our school.				

19. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) I clearly understand what is expected of me when it comes to student achievement.				
b) The school provides me with the instructional resources necessary to ensure high quality instruction.				
c) The school ensures that additional instruction and learning time is provided for all students who require it to meet academic standards.				

20. What instructional resources do you use REGULARLY?

- ☐ Core text books (e.g., published by Holt, Prentice Hall)
- ☐ Trade books (e.g., novels, expository books)
- ☐ Newspapers, magazines,
- ☐ Teacher-created materials
- ☐ Supplemental materials from textbook companies (e.g., CDs, posters)
- ☐ Overhead slides
- ☐ Technology (e.g., computers, Smart board, internet, Facebook)
- ☐ Handouts, worksheets
- ☐ Manipulatives
- ☐ Other, please specify: \_\_\_\_\_



21. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) The school has a reasonable and attainable number of initiatives.				
b) The school's initiatives related to and support the instructional vision.				
c) The principal visits my classroom regularly.				
d) The principal is actively involved in teaching and learning.				
e) The principal provides me with regular feedback and support.				

22. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) I feel safe sharing my practices with my peers.				
b) I find collaborating with the peers useful.				
c) There is a formal time for me to collaborate with my peers.				

23. Who are you most likely to approach when you are seeking professional support?

- a) Another teacher
- b) The principal
- c) The assistant principal
- d) An instructional coach
- e) Other, please specify \_\_\_\_\_

24. To what extent do you agree with the following:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) I regularly require my students to use higher order thinking skills.				
b) I am confident that my students are actively engaged during class.				
c) I have intentionally set up my classroom as an effective learning environment.				
d) My students can accurately describe to what degree they have mastered content standards for my course.				

25. Is there anything else you would to add about your school?



## School Quality Review School Leaders' Self Evaluation

### Appendix C

Name of principal:	
Name of school:	

- Please complete with as much relevant detail as you can. The form might be completed as a staff professional development exercise, if appropriate.
- Send the completed form electronically by **November 5, 2010** to Lee Ann Kwiatkowski:  
lkwiat@doe.in.gov
- The form will help your school to prepare for the discussions both before and during the review and will help the review team better know you and your school.

### Instructions for Completing the Form

- Be evaluative, rather than descriptive, with a focus on student outcomes.
- Include the sources of the evidence, e.g. "Tenth grade boys performed better in Algebra than 10<sup>th</sup> grade girls according to end of course assessments", "according to parents' questionnaires from 2008."
- Be brief (for example, use bullet points or note form).
- Keep to the document to a maximum of 10, one-sided pages.
- Enter an "X" into the appropriate box (1-4) which most accurately reflects your judgment of overall quality in response to the questions.
- Please omit sections where you feel that you are not in a position to respond.
- Section 3 is summative and asks for your self evaluation of the school overall. Please do not spend time repeating what you have already said elsewhere.

Scale	Description	Interpretation
4	acceptable	routine and consistent - meets standard.
3	fair	present, though limited and/or inconsistent – making progress towards standard.
2	poor	minimal evidence of this happening in the school – attempt to meet the standard.
1	unacceptable	no evidence of this happening in the school – no attempt to meet standard.

### How should the evaluation rating be determined?

You may find it helpful to refer to "Poor" and "Acceptable" statements in the School Quality Review Rubric.

### What approach should we take?

Schools have adopted different approaches. In some schools, the principal and the leadership team have completed the form as a part of one of their regular meetings. Other schools have devoted part of a faculty meeting as a way of involving all members of staff.

School Profile		
School name:		
School address:		
School telephone number:		
Principal's direct phone number:		
Principal's e-mail:		
	2008-2009	2009-2010
Grades:		
Number of students enrolled:		
Number of general education students:		
Percentage of special education students:		
Percentage of English language learner students:		
Suspensions:		
Expulsions:		
Percentage of students that are free/reduced lunch eligible:		
Total number of teachers:		
Total number of teachers that did not return from previous year:		
Attendance rate:		
Ethnic makeup of the students (percentages):		

1a. What is distinctive about your school?					
1b. How well is the school regarded by its students and parents?					
		4	3	2	1
School Self-Evaluation	acceptable				unacceptable
How do you know?					
What do (a) students and (b) parents most like about the school?					
What do they feel needs improvement, and what action is being taken?					

**1c. How well is students' achievement improving, especially in the core subjects?**

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

---

How do you know?

In which subjects and grades do students do best, and why?

In which subjects and grades is improvement needed, and what action is being taken?

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken? (e.g. Boys are performing better than girls in math.)

### 2.1. Is the school culture / environment safe and conducive to learning?

		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable

How do you know?

2.2. Do students feel secure and inspired to learn?						
		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable
How do you know?						
2.3. Does the school directly address students' poverty-driven needs?						
		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable
How do you know?						
2.4 Do students have positive and enduring mentor/ teacher relationships?						
		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable
How do you know?						

2.5. Does the school have a strong organizational culture, characterized by trust, respect and mutual responsibility?						
		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable
How do you know?						
2.6. Are diagnostic assessments used frequently and accurately to inform instructional decisions and promote student learning?						
		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable
How do you know?						
2.7. Does the professional culture promote faculty and staff participation, collaboration and training to enhance student learning?						
		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable
How do you know?						

<b>2.8. Does the principal have the freedom to make streamlined, mission- driven decisions regarding people, time, money, and program?</b>					
		4	3	2	1
School Self-Evaluation	acceptable				unacceptable
How do you know?					
<b>2.9. Is the principal adept at securing additional resources and leveraging partner relationships?</b>					
		4	3	2	1
School Self-Evaluation	acceptable				unacceptable
How do you know?					
<b>2.10. Is the principal flexible and inventive in responding to conflicts and challenges?</b>					
		4	3	2	1
School Self-Evaluation	acceptable				unacceptable
How do you know?					



3a. How effective is your school overall?						
		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable
<p>How do you know?</p> <p>What are its notable strengths?</p> <p>What are the main priorities for improvement?</p>						
3b. What are the most significant aids and/or barriers to raising achievement and progress?						
3c. How well does the school work in partnership with the school corporation?						
		4	3	2	1	
School Self-Evaluation	acceptable					unacceptable
<p>How do you know?</p> <p>What are the strongest features?</p> <p>What aspects could be improved?</p>						

**3d. Is there anything else you would like reviewers to know before they arrive at your school?**



➤ **Before the Visit**

- ☐ Meet with staff; discuss school status and Quality School Review
- ☐ Complete School Leaders' Self-Evaluation
- ☐ Develop visit calendar and communicate with IDOE Director of School Turnaround
- ☐ Invite school district representative to attend appropriate sessions
- ☐ Select and schedule parents' meeting
- ☐ Select and schedule community meeting
- ☐ Select and schedule teachers' focus group
- ☐ Select and schedule teachers to share lesson planning
- ☐ Select and schedule students' focus group
- ☐ Select and schedule students' to share work
- ☐ Determine rooms for meetings and for TAT to use
- ☐ Plan to participate in the 2-day site visit

➤ **During the Visit**

- ☐ Be available for all classroom visits
- ☐ Attend meeting with TAT at end of each day
- ☐ Provide additional information to TAT as requested

➤ **After the Visit**

- ☐ Receive report from IDOE
- ☐ District engages in conversation with IDOE about MOA
- ☐ Request assistance from IDOE in revising school improvement plan

When conducting the Indiana School Quality Review, I will to the best of my ability:

- Evaluate objectively and impartially
- Report honestly, accurately, fairly; ensure judgments accurately and reliably reflect the school's work
- Work with integrity, treating everyone with courtesy and respect
- Do all I am able to minimize stress of staff being observed or demanding unreasonable amounts of paperwork
- Act with the best interests and well-being of students and staff
- Communicate clearly, frankly and sensitively in order to ensure understanding between the review team and those interviewed
- Listen respectfully to the evidence presented by the school and within the team
- Respect the confidentiality of information
- Accept and comply with IDOE's monitoring and quality assurance policy

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Print Name

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Date

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Sign Name

